DOCUMENT RESUME

ED 163 701 EC 112 697

AUTHOR	Greene, Joy W.; Cansler, Dorothy
TITLE	Gifted-Handicapped Project: A Final Report.
INSTITUTION	Chapel Hill Training-Outreach Project, N.C.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Jul 78
GRANT	G007500237
NOTE	36p.; Not available in hard copy due to marginally legible print; For related information, see EC 103 865
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Family Involvement; Gifted; Handicapped Children; *Identification; Information Dissemination; Intervention; Preschool Education; *Program Descriptions; Staff Improvement
IDENTIFIERS	Final Reports; *Gifted Handicapped

ABSTRACT

The final report lists accomplishments of a 3-year federally funded project to identify and serve gifted handicapped preschool children. Procedures and outcomes are set forth for objectives in each of the following areas: services to children, services to families, staff development, and demonstration and dissemination. (CL)

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Bureau of Education for the Handicapped
Department of Health, Education and Welfare

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A FINAL REPORT

July, 1978

GIFTED-HANDICAPPED PROJECT

Prepared by:

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EC112697

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
BUREAU OF EDUCATION FOR THE HANDICAPPED

Program Performance Report
for
Handicapped Children's Early Education Program

1. Date of Report: July 12, 1978 2. Grant Number: G00-75-00237

3. Period of Report: From July 1, 1977 To June 30, 1978

4. Grantee Name and Descriptive Name of Project:

Chapel Hill Project for Gifted-Handicapped
Chapel Hill-Carrboro City Schools

5. Certification. I certify that to the best of my knowledge and belief this report (consisting of this and subsequent pages and attachments) is correct and complete in all respects, except as my be specifically noted herein.

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GIFTED-HANDICAPPED PRESCHOOL PROGRAM
CHAPEL HILL TRAINING-OUTREACH PROJECT

I. Introduction

Having completed its third year of functioning, the gifted-handicapped program is one of two such projects in the United States, funded by the Bureau of Education for the Handicapped. The Gifted-Handicapped Preschool Project is funded through the Chapel Hill Training-Outreach Project which for nine years had been dedicated to the development of appropriate educational services for young, handicapped children and their families. The curriculum, methodology and materials developed have been extended to personnel working with young children through a network of training that has "reached out" throughout the United States, as well as to local and state programs and agencies.

Prior to the beginning of the Gifted-Handicapped Project, a comprehensive search of the literature revealed a void in research of services for the gifted-handicapped child. The need for a model demonstration program to serve young, gifted-handicapped children and their families as was evidenced by:

* lack of research
* lack of services
* demonstrated effectiveness of early intervention
* contributions of gifted individuals who have overcome physical or experiential handicaps
* lack of assessment procedures appropriate for children with a variety of modality deficits
* lack of curriculum and advocacy for children with special talents or unusual abilities.

In developing the most appropriate model of service delivery to this unique population (young, gifted-handicapped), efforts have focused on the following questions:

* What services are already available for this program?
* What specific needs (related to the young, gifted-handicapped) are present in North Carolina?
* What are the most appropriate strategies for identification of these youngsters?
* What form of service delivery will insure continued maximum impact to the gifted-handicapped in North Carolina?
* What innovative assessment and curriculum materials are most needed for optimal services to the young, gifted-handicapped?
* What are the specific needs of the families of the gifted-handicapped child?
* What are the most effective strategies for evaluating the effectiveness of the program?

The report that follows documents the accomplishments with relationship to the objectives specified in the second year proposal in the areas of services to children, services to families, staff development, and demonstration and dissemination. The Project Summary, a product of three year's effort to disseminate information to target audiences contains a detailed account of all program components.

SERVICES TO CHILDREN

OBJECTIVE	PROCEDURES	OUTCOME
1. To develop alternative procedures for identifying young gifted-handicapped children.	1.a. A referral form, including a characteristics checklist, was developed for use by teachers.	1.a. Checklist developed in first year was revised and expanded to include 56 items in seven areas (Project Summary p. 18). The five most common behavioria characteristics attributed to children referred were identified.
	1.b. A battery of non-discriminatory evaluation procedures were identified for use with preschool handicapped children.	1.b. Guidelines for identification were developed and are available for dissemin tion in the Project Summary (p. 25).
	1.c. Appropriateness of referrals was used as an index of the effectiveness of identification procedures.	1.c. Eighty-eight percent of referrals were identified as gifted-handicapped after further evaluation. (See Project Summary, "Recruitment", pp. 13-16.)
2. To develop a replicable model of case-finding procedures.	2.a. In the search for young gifted-handicapped children, the following procedures were employed: a) 10 presentations b) 10 agency visits c) 500 letters d) 150 phone calls e) one public service announcement (radio) f) one television interview g) 4 newspaper articles h) one television news spot	2.a. Thirty-five children in North Carolina were identified as gifted-handicapped.
	2.b. Teachers in 3 of the consultation sites administered the Child Behavior Inventory to the gifted-handicapped children and a random sample of other children in the same classroom.	2.b. Gifted-handicapped children identi fied by the Project achieved a mean scor that was 2.7 points higher than the other children in the sample (see Projec Summary, pp. 101-102).

Services to Children (continued)

OBJECTIVE	PROCEDURES	OUTCOME
3. To establish replicable criteria for services to young gifted-handicapped children.	3. Criteria for services were developed with consideration of: a) Children who have already been diagnosed as handicapped b) Parental approval c) General consensus of professionals d) Geographical location e) Type of disability f) Commitment of parents and/or agency.	3. Criteria for services are established for participation in demonstration classroom and for consultation services. (See Project Summary, pp. 24-27.)
4. To provide multi-disciplinary diagnostic and treatment services for young gifted-handicapped children.	4. Multi-disciplinary diagnostic and treatment services were provided by the staff of the University of North Carolina Division for Disorders of Development and Learning, a University affiliated training facility, through established collaboration procedures.	4. One hundred percent of the children enrolled in the Chapel Hill Demonstration Project for young, gifted Handicapped children received appropriate diagnostic and treatment service Additional gifted-handicapped children in other programs received some services through consultation by D.D.D.L. staff. Three full evaluations were done, one follow-up evaluation, and 30 hours of therapy were delivered.

Services to Children (continued)

OBJECTIVE	PROCEDURES	OUTCOME
5. To establish an individualized instructional management system for each child enrolled in the demonstration program.	5. Individual learning objectives and prescriptive programs were developed for each child enrolled in the demonstration program. Use of the Learning Accomplishment Profile, objectives based on Bloom's Taxonomy, and recommendations of interdisciplinary professional prescriptions formed the basis of the individual management system. The units of learning found in the Chapel Hill Project's popular Planning Guide were translated into a curriculum supplement which provides a functional guide for preschool teachers in moving to creative, inquiry, divergent, evaluative learning experiences.	5.a. One hundred percent of the children's individual programs are documented by written objectives prescribed every three months, individual curriculum records, and therapy report (See Project Summary, pp. 42-48.) 5.b. Twenty units of the curriculum supplement are developed and are currently being printed to be available for dissemination.
6. To establish procedures for documenting and reporting each child's progress.	6. Individual pupil progress was documented by the following procedures: a. Pre-post measures on appropriate standardized tests and developmental scale. b. Long-range goals and short-term objectives. c. Pre-post Self-Concept Inventory. d. Pre-post Child Behavior Inventory. e. Periodic filing of samples of individual projects, work papers, art, etc. f. Video-taping g. Design and development of case-study reports on each child. h. I.E.P. conferences held and movement to optimal placement which provides the least restrictive alternative.	6.a. All children enrolled in the demonstration program have pupil progress records. Individual data and use of it is reported in detail in the Project Summary, pp. 103-117. It is reported in the format developed for looking at individual, rather than group data for this unique population. 6.b. A minimum of 7 children will be moving into integrated public school placements for the coming school year.

Services to Children (continued)

OBJECTIVE	PROCEDURES	OUTCOME
7. To establish a model demonstration program of services to young, gifted-handicapped children.	7. A combination center-based and consultation program of services to young, gifted-handicapped was developed. Services provided to young North Carolina children who display unusual abilities in spite of physical, emotional or experiential handicaps. Represented in this group will be children encompassing varied economic, geographic, and racial backgrounds.	7.a. Thirty-five gifted-handicapped children were identified. Fourteen received on-going direct services; some consultation, either in the form of evaluation or educational recommendations were received by twenty-one. 7.b. A continuum of services delivery was established (see Project Summary, p. 42) to provide individualized services to specific children and their families.
8. To validate and field test first edition of Planning Guide for Gifted-Preschoolers in order to refine and finalize publication after actual use by teachers.	8. Four procedures were designed and implemented with evaluation consultant to validate curricula.	8. Input from validation procedures integrated into the final copy of the Planning Guide for Gifted Preschoolers and are described in detail in Project Summary, pp. 118-129.

SERVICES TO FAMILIES

OBJECTIVE	PROCEDURES	OUTCOME
1. To orient families to the children enrolled in the demonstration program to the project's purposes, objectives, staff roles, and parent roles.	1. Procedures for orientation included: a. coordination of initial contact with collaborating agency b. intake interviews c. classroom observation d. parent manual e. use of multi-media communication (videotape, print and slide-tape presentations). 2. The needs assessment included: a. Staff-parent interviews b. Use of a family needs assessment report (parent interest form). c. Statement of parental priorities for services.	1.a. Systematic procedures for orientation of families was developed and are reported in detail in the Project Summary pp. 77,191-210. 1.b. A parent's Guide to the demonstration program and other resources was developed and distributed to all families. (See Project Summary, Appendix Q, pp. 205-209.) 2. Written needs assessments were completed for 100% of the families of children enrolled in the demonstration program. The program for individual and group participation was planned based on the results of the needs assessment. Topics for group sessions were based on expressed needs. Individual needs were met as requested.

Services to Families (continued)

OBJECTIVE	PROCEDURES	OUTCOME
3. To provide a comprehensive array of services to families of children enrolled in the demonstration class.	3. The following functions of the family program were developed to provide comprehensive services to families of gifted-handicapped children: a. supportive counseling b. liaison with the classroom c. increase parenting skills d. referral services e. advocacy and advocacy training.	3. All parents participated in some options offered. a. Of twenty options for parents, no parent participated in fewer than seven, with eighteen being the highest. The mean was 12.8. b. All parents were given supportive counseling and referral as needed. c. Advocacy training was provided in three parent sessions. d. Parents reported changes in their skills (see Project Summary, p. 36).
4. To develop and implement strategies for involvement of families of gifted-handicapped children.	4. The demonstration project made available the following services to families: a. individual parent-staff conferences b. classroom orientation c. classroom observation d. parent interest survey e. participation in planning objectives f. parent manual g. volunteer classroom participation h. use of home activity sheets i. group parent meetings j. parent library (lending library with books and toys) k. parent bulletin board l. printed materials regarding child's special needs or general parenting m. location of community resources n. advisory board participation o. home visits p. interdisciplinary evaluation	4.a. All families participated in some activities with the fewest being seven, the highest eighteen, and the mean 12.8. 4.b. Home visits were made to all homes. 4 c. All parents participated in the evaluation.

Services to Families (continued)

OBJECTIVE	PROCEDURES	OUTCOME
	q. participation in materials development r. evaluation of program s. home activities with child t. special workshops	
5. To increase the quality and quantity of community and state resources available to families of gifted-handicapped children.	5. The family services coordinator and other staff served as advocates in increasing resource utilization and identification, including the following resources: a. University student tutors b. University personnel as workshop leaders c. Public school personnel d. TADS e. University personnel as evaluators and therapists f. State Division of Services to the Blind g. Church volunteer for workshops h. Mental Health Clinic Personnel i. Rehabilitation Center of Wake County j. Private Day Care k. Family Service of Winston-Salem l. Direction Services of N. C. State Department of Public Instruction m. North Carolina Advocacy Council on Children and Youth n. BEH Preschool Class o. Private music class p. Frank Porter Graham Child Development Center	5. All families received services based on needs assessment and priority of services. a. All children were tutored in group by music student at U.N.C b. One blind child was given Braille by student volunteer c. Three public school staff members gave workshop to parents d. Technical Assistance in editing parent materials was given by TADS e. Speech, O.T. and P.T. evaluations for children and consultations to parents were given U.N.C. staff. g. Church personnel gave parent workshops h. Mental Health Clinic personnel gave parent workshop i. Rehabilitation center participated with parents in planning I.E.P. for coming year j. Family Services Agency was used as referral for disturbed sibling of one child. k. Direction Services was used as "internal advocate" for consultation case in public schools.

Services to Families (continued)

OBJECTIVE	PROCEDURES	OUTCOME
		l. N. C. Advocacy Council was used to secure support for parental concern over State School for Deaf admission policy. m. B.E.H. preschool class identified and used for collaborative planning for one child. n. Private tutor for violin class procured for one student. o. Frank Porter Graham staff member gave workshop for parent group. F.P.G. invited two parents to attend Parents as Resources Workshop.
6. To develop an evaluation system which documents the effectiveness of the family services program.	6. Evaluations documented parent needs, attitudes, interest, involvement in program and satisfaction through the use of: a. parent interest form b. child skill's priority form c. satisfaction evaluation questionnaire d. Parent-Child Interaction Scale	6.b. One hundred percent of the parents responded that there had been enough opportunities for evaluation. 6.c. Rank ordering by parents of activities revealed those they considered most helpful. The four most helpful activities were identified for each group of parents. They are as follows: 1. Printed materials regarding child's special needs and/or general parenting. 2. Parent-staff conferences 3. Weekly mothers' meetings 4. Special classroom days 6.d. All parents stated their child had made improvements or positive changes since entering the program. 6.e. All parents reported that they had gained from participation in the program and identified in which of the 10 content areas they had pro-

Services to Families (continued)

OBJECTIVE	PROCEDURES	OUTCOME
		gressed. (See Project Summary, p. 136.) 6.f. Detailed reporting of family changes, gains, and satisfaction is contained in the Evaluation section of the Project Summary (pp. 134-141)

STAFF DEVELOPMENT

OBJECTIVE	PROCEDURES	OUTCOME
1. To orient the demonstration program staff to project goals, objectives, and the roles of personnel. (See Project Summary, "Staff Development," pp. 70-72 for additional information.)	1. The procedures to be used in orientation of staff will include: a. Use of individual conferences b. Attendance at national and topical conferences c. Staff orientation and planning sessions d. Attendance at BEH Director's Conference e. Weekly supervisory conferences	1. All staff received written materials and participated in individual and group meetings for the purpose of orientation to general project goals and individual role responsibilities.
2. To assess staff needs and plan for staff development.	2. In response to project objectives, staff roles were specified competencies required to meet project responsibilities identified.	2. Review of individual competencies and needs to meet role and project were reassessed periodically to identify staff development needs throughout the project year.

Staff Development (continued)

OBJECTIVE	PROCEDURES	OUTCOME
3. To develop and implement strategies to be used in staff development.	3.a. Procedures used in staff development were: 1. Individual reading and study 2. Training and orientation by collaborating agencies 3. Utilization of consultants 4. Participation in conferences 5. In-service training with Outreach staff 6. Participation in the University of North Carolina D.D.D.L. Core Course. 7. Films 8. Planning sessions and planning time incorporated into project structure. 3.b. Evaluation of staff development was done through the use of a questionnaire filled out by each staff member on which each staff development strategies and experience was rated excellent, good, fair, or poor.	3.a. The total project staff demonstrates: 1. Awareness of current literature for gifted-handicapped. 2. Skills in identifying and serving children with sensory deficits. 3. Skills in program development and evaluation. 4. Awareness of needs for research and direct services. 5. Skills in administering the Diagnostic LAP, working with families, media development, and curriculum development. 6. Skills in diagnosis and treatment of gifted-handicapped. 3.b. At least one staff member attended each of 6 state and national conferences. 3.c. All staff attended a minimum of 2 conferences or training workshops.

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DEMONSTRATION, DISSEMINATION AND TRAINING

OBJECTIVE	PROCEDURES	OUTCOME
1. To demonstrate and disseminate the products of the Chapel Hill Model of Services to the Gifted-Handicapped to major target audiences. (See Project Summary, "Dissemination, Training, and Outreach, pp. 65-70.)	1. The development of public awareness of the Chapel Hill Model focused on two major groups: a. General Public Strategies for informing the general public of project achievements continued in the following ways: * Information releases to area public newspapers * Television coverage * The Chapel Hill Project newsletters * Publications b. Individual Interest Groups Professional organizations and agencies throughout the community and state continued to serve as major targets of dissemination. These include: * The N. C. State Department of Public Instruction * The N. C. Committee on Services to Preschool Children * N. C. Head Start * N. C. Day Care Association * BEH First Chance Network * Developmental Disabilities Training Institute Strategies for dissemination with these groups included: * Personal conferences	1.a. By June 30th the following materials were developed for training and/or dissemination. 1. Four slide presentations - Project Overview - Identification of Giftedness in Young Children - Audrey, A Case Study - Gifted Children in Head Start 2. Three publications - A Planning Guide for Gifted Preschoolers (supplement to Outreach Preschool Planning Guide.) - Chapel Hill Services to the Gifted-Handicapped: A Project Summary. - Programs for Parents of Preschoolers. 1.b. Approximately one hundred and fifty visitors observed the demonstration class. Observers included parents and child care personnel from local, state, national and international agencies. 1.c. 1,750 brochures were distributed. 1.d. Two articles appeared in Outreach Project newsletters. (Distribution approximately 500.)

Demonstration, Dissemination, and Training (continued)

OBJECTIVE	PROCEDURES	OUTCOME
	* letters and printed information * Presentations at meetings	1.e. Four newspaper articles appeared in North Carolina papers. 1.f. An article was accepted for publication in G/T/C Magazine in August, 1978. 1.g. Six graduate students had practicums or did projects with the Gifted-Handicapped Project. These included students from the areas of special education, speech, and social work. 1.h. Seven workshops including participants were done to present the program to target audiences.

Workshops and Training by Outreach Staff on
Gifted-Handicapped, 1977-78

9/77	Gifted/Talented Teachers Chapel Hill-Carrboro School System	Chapel Hill, N.C.	8	Using Bloom's Taxonomy and the Unit Approach
11/77	Durham Technical Institute	Durham, N.C.	12	Preschool services for the Gifted-Handicapped
3/77	Conference on Gifted and Talented	Raleigh, N.C.	10	Preschool Services for the Gifted-Handicapped
3/78	PREP Project	Douglasville, Georgia	7	Preschool Services for the Gifted-Handicapped
5/78	Developmental Evaluation Clinic	Boone, N.C.	40	Preschool Services for the Gifted-Handicapped
6/78	Southeastern Minnesota School Consultation Unit	Rochester, Minnesota	90	Project Overview
6/78	United Cerebral Palsy Developmental Center	Raleigh, N. C.	7	Home-made Materials and Working With Parents

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Part III

Table IA

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served; i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

TYPE OF HANDICAP	NUMBER OF HANDICAPPED SERVED BY AGE					
	AGES 0-2	AGES 3-5	AGES 6-9	AGES 10-12	AGES 13-13	AGES
1. Trainable Mentally Retarded						
2. Educable Mentally Retarded						
3. Specific Learning Disabilities						
4. Deaf-Blind						
5. Deaf/Hard of Hearing		8				
6. Visually Handicapped		5				
7. Seriously Emotionally Disturbed						
8. Speech Impaired		1				
9. Other Health Impaired						
10. Crippled - Physical handicaps		21	1			
11. TOTAL						
12. Multihandicapped in line 11						
13. Experientially deprived (minority gifted)						

If the data in the above table differ by more than 10 percent from the date originally presented in your approved application, please explain the differences.

Table IB
Number of Handicapped Children Receiving Service

Number of handicapped children receiving service not previously available in programs developed as a result of your projects example and/or assistance.

Known 35

Estimated _____

Number of handicapped children (not counted above) receiving improved or augmented services through major improvements, modifications or additions traceable to the example and/or assistance or your project.

Known _____

Estimated 10

Table IC
Placement of Children Participanting in Early Childhood Program During Reporting Period

Indicate the placement of children who left your project during the year covered by this report period.
Note: Count each child only once by primary type of placement below.

Type of Placement	Number of Children Full-time	Part-time
Integrated placement (i.e., in regular programs whith children who are not handicapped)		
Nursery schools		
Day-care programs		
Head Start	1	
Pre-Kindergarten	1	
Kindergarten	2	
Primary grade		
First		
Second		
Other		
Special education placement (i.e., in classes only for handicapped children but situated in regular private or public school)		
Pre-kindergarten		2
Kindergarten	2	
Primary grades		
First		
Second		
Other		
Institutional Placement		
Scheduled to remain in Early Childhood Program in coming year		
Other (specify) _____		
_____		

Table ID

Cumulative number of children entered into intgrated placement (if known) prior to this report period	8 known No. 8 estimated
Estimated retention rate of cumulative number in integrated placement	4 known 4 estimated